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ABSTRACT

An intergenerational literacy project involving economically disadvantaged parents, their preschool children, and preservice teachers was conducted at Eastern Montana College. Parents enrolled in the Head Start and Even Start programs attended sessions at which they were trained to be literacy tutors at training meetings and/or combination dinner/training sessions. Forty Even Start enrollees and 20 Head Start families attended the sessions. Four literacy tutors and 49 college students were trained to work alongside parents as literacy volunteers. Literacy services were provided at the Head Start and Even Start centers and at the local shelters for battered spouses and the homeless in Billings, Montana. The sites were furnished with 719 books and 35 backpacks of books-on-tape were developed for parents to check out and use at home. The project was considered highly successful and will be continued. (Appendixes constituting approximately 75% of this document contain the following: a list of more than 100 books recommended for parents and preschoolers; a parent interview form; parent-child observation checklists; a course syllabus; instructional materials inventories; and a handbook for conducting family literacy nights that includes lesson plans, overhead transparency masters, and student handouts.) (MN)

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Evaluation Report

Parents and Preschoolers: An Intergenerational Literacy Project

Grant Number X 257A20344

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EVALUATION REPORT
PARENTS AND PRESCHOOLERS:
AN INTERGENERATIONAL LITERACY PROJECT
GRANT NUMBER X257A20344
JANUARY 26, 1994

ABSTRACT

At Eastern Montana College, this project will involve parents, children, and preservice teachers in a supervised tutoring experience with economically disadvantaged parents and their preschool children. A program of recruitment, orientation, training methods and instructional materials will be developed that combines knowledge about adult literacy, emergent literacy of preschool children and the human service needs in preservice teacher education. By having the economically disadvantaged parents in the Head Start and Even Start programs trained to be literacy tutors, the grant provides a functional content for developing fluent, strategic literacy for these adults and their children. These marginally literate individuals seldom seek services from literacy agencies such as adult basic education. By using the natural motivation of parents wanting their children to be successful in school, we are capitalizing on the intergenerational nature of literacy. Likewise, the project will establish emergent literacy clinic sites in community service organizations where preservice teachers can develop the supportive practices for these children and their parents. The college course will train tutors to work with parents and children simultaneously focusing on the emerging human service dimension of public schooling. By addressing the parent's literacy development as well as working with the most economically disadvantaged children, this proposal meets the purpose of Sec.102 (d) B (ii, vi and viii) of the National Literacy Act of 1991, specifically how to effectively reach and teach the most economically disadvantaged individuals; how the literacy skills of parents affect the ability of children to learn literacy skills; and how to attract, train, and retrain professional and volunteer teachers of literacy.

EVALUATION OVERVIEW

To get an overview of the project and how it was perceived, open ended questions were used to interview professional persons who had participated. The coordinator, two family advocates, and a certified teacher were interviewed at Even Start. The director of Head Start and the coordinator of Literacy Volunteers of America were also interviewed. The interviewees were assured that the evaluation was a routine procedure to minimize concern about any possible problems about the project. All of the interviewees seemed to be at ease and appeared to easily volunteer information.

The results were positive. Each of the volunteers commented on the project coordinator and how she had worked so well with their clientele at a variety of levels of literacy and that she had not been judgmental.

The first question asked the interviewees to describe the way the project had been carried out. The responses were consistent in describing the sequence of events and indicated familiarity with the overall goals of the project.

Then they were asked about the particular strengths of the project. The responses uniformly indicated the strength was the information provided parents and the opportunity to practice what they had learned. Additional comments indicated that the project had caught the parents' interest and made them willing to participate. The excellent resources were also mentioned. Two persons indicated that the particular strengths of the project included the coordinator.

Next they were asked what was best about the project and what had worked best for the participants. The parent workshops, materials, and opportunities for parents were mentioned in some way by each of the respondents. In addition, the backpacks and the materials and activities they contained were praised extensively. The choices of content of the books was also mentioned with one person mentioning in particular the multicultural content. The opportunity to practice what they learned was also mentioned. One person pointed out that for some of the participants it seemed to provide the first and only opportunity to enjoy their child in a non-disciplinary way. Another theme running through the responses was the cooperation and mutual opportunity for all the participants (college students, staff, and parents) to benefit from the project.

They were told that projects typically do not work as well as they are planned. Then they were asked what might be improved if the project could be carried out again. The interviewees uniformly responded that the project had been carried out well. Also mentioned were the sporadic parental participation and the difficulty in making sure that all had achieved the objectives for the parents. The videotaping was mentioned as objectionable to some parents, although the respondent said they usually enjoyed the taping after they got used to it. One respondent said that she had not heard any complaints, but then she said that having the parents participate for pizza had been too specific during the first year. Apparently she thought the second year had been better when the whole project was rewarding rather than having participation consequated with pizza.

The interviewees were then asked to comment on anything not covered within the other questions. Again the comments were quite positive. Most thought it would be beneficial if the project could be continued. The

backpacks and material choice were mentioned again, as were the information presented to the parents and the benefits to children and families.

The evaluator examined products and interviewed project participants as noted in the report to assess whether or not the project objectives were met. Each objective is addressed separately.

Objective 1: To train economically disadvantaged parents to be literacy tutors.

Both Head Start and Even Start worked closely with the project coordinator to encourage parent participation in the project. Classroom teachers were cordial to parents and encouraged them to read to the children in the classrooms. The parenting portion of the grant was entitled LET'S READ. LET'S READ included informational sessions for parents on the developmental nature of literacy, ways to look for and encourage early literacy activities, and backpacks with literacy materials to check-out and use at home. Packets of emergent books were also assembled and the text read on tape in order to enable non or low level reading parents to participate. (Booklist included in the appendix) Topics presented to parents covered:

Environmental print
Parent-child literacy interactions
Shared book activities
Interactive reading
Early writing development
Different genres of books

An important aspect of the program was that at each session parents were provided opportunities to see interactive reading modeled and to practice interactive reading with each other.

In addition, three videotapes were presented from Patricia Edwards' materials on Parents as Partners in Reading: The Importance of Reading, Ways of Talking in Families and Communities, and Ways of Talking in School. After the parents had participated in a brief presentation on an aspect of children's' literacy development and practiced reading a book of their choosing to each other, they went into their child's room to read to children.

The grant period crossed over two academic years for the college, Head Start and Even Start. Because of this, the project worked with different groups of students and parents during the Spring semester 1993 and Fall semester 1993. Although the grant funding cycle was over on October 31, 1993, the college supported the continuation of work with the parents until the end of Fall semester. Data collection (interviews with parents and video taping of parents reading to their child) continued until Christmas break. Data analysis is still in progress.

The natural break, provided by the summer when Head Start and Even Start did not have children, allowed for preliminary data analysis from the spring group of parents. After the initial analysis, both the parent interview form and the video tape analysis form used for recording parent-child interactions during the reading process were redesigned. (Both old and new forms are provided in the appendix) The number of sessions held with parents at Head Start and Even Start was examined, and for fall of 1993 the parent sessions were redesigned to present the information on developing literacy skills of children to follow the format consolidated into the Parents and Children Sharing Literacy handbook. (See appendix for Handbook)

EVEN START:

Even Start holds weekly parent sessions and parents are required to attend one of the three scheduled parent meetings a week. During the spring semester of 1993, there were 21 participants in the parent sessions while there were 29 participants during the fall semester.

Even though attendance was required by the Even Start program, attendance was somewhat sporadic due to family illness and stresses low-income families face.

HEAD START:

During spring semester of 1993, 6 parents were recruited to be readers in their child's room. The project coordinator provided informational sessions before their classroom reading time to support interactive reading. Attendance was sporadic, therefore
the sessions were redesigned for Head Start with the main goal of indentifying a way to recruit more families.

Through joint meetings of the project staff and Head Start staff, the Head Start project was redesigned. It was decided that family dinners with a reading theme might encourage increased participation. The dinners were a collaborative community effort between the grant, Literacy Volunteers of America, Head Start, and local churches who provided hot, nutritious meals. There were 20 families and 76 people in attendance at the first session and 20 families and 71 people at the the second session. The third session had to be canceled and rescheduled after the boiler shut down which may have accounted for a decrease to 10 families and 41 people for the third session. The dinners were considered so successful by Head Start that they will continue to be held on a monthly basis. The last week of the month, when food stamps

and food are in short supply for low-income families, has been designated for the "Read and Eat" dinners.

PRELIMINARY DATA ANALYSIS

EVEN START/HEAD START: PARENT INTERVIEWS

Only exit interviews were done as parents completed the LET'S READ parenting sessions in the spring. Parents indicated that they did more reading, enjoyed books more, and paid more attention to writing. Quotes from the interviews follow:

"I learned to take a better interest in my kids, in what they're doing, how to teach them, watch what they want. Before I wasn't paying that much attention; I was doing' it, but I wasn't paying attention to what I was doing'". (Dad).

"It's important for myself to show them myself read and write. They get a kick out of seeing Mom do homework. They want to read and write and I give them extra paper. When they're bored, I suggest reading and writing rather than watching TV." (Native American mom).

They also began using literacy conversations with their children and began changing their perceptions of literacy. For example, two moms stated:

"I explain the books to them more. I read slower. Before I'd read to get it over with. I know it wasn't helping. She understands it better. I read with more expression and she loves it." (Mom).

"I use the cover, guessing what the next page will be. There's no right or wrong answer as you read...lots of ways to look at a book." (Mom).

"I do more talking about the book now. I used to read at bedtime and hurry through the story. Now I read during the day and we talk more about the book. I ask more questions." (Mom).

"I discuss the pictures and get them to tell me what they think will happen. I never thought to ask them, 'what's going to happen next?'" (Mom)

They also profited from the variety of children's books and literacy tools that were provided, for example:

"You can make a story about books without words. Books have fun things like rhyming words. I like taking the bookbags home. Like a workshop and we can make books, different kinds. Tanya makes all the sounds of animals, she's learned so much. They love the hand puppets and the books." (Bi-lingual mom).

"This has given me access to bigger and more variety of books. I purchase more children's books now than I did before; it's more of a priority. Now I know there are books you can read to a child when they need emotional comfort or help with a problem, like bullies, frustrations. I read more after being involved with this program. I really realize it's important now. Before I'd read maybe once a day; now I read several times a day. It's hard to get to the library, so I've enjoyed using the backpacks." (Mom).

"I pick out better books. Shorter books. I'm more enthusiasic about reading." (Mom).

Finally, they changed the way and amount of time they read at home.

"They're seeing more reading being done in the home. I used to hate reading and now I read a lot. They only watch TV about 1 hour a week." (Mom).

"I get more into the story verbally and with actions, I get more into telling the story with the pictures. The backpacks are good. It's good to have things where they can use their imagination. What can you do with that to help them figure it out on their own. We can do that with reading, too." (Mom).

The exit interviews with parents indicated that both the parents and their children were more engaged in reading at home after the grant experiences.

A sample of five pre and post interview transcripts for the fall group of Even Start parents was read by the evaluator:

One parent indicated that she had not been read to as a child, but that she read to her own child. She indicated that she was too tired to read to her child at bedtime. At the exit interview she indicated that she read at night before bed, but that the child wanted to go through four or five books before sleeping. She said that she could see her getting into the books more and describing the stories. She said the program helped her to know how to sit down and be patient with her child.

Another parent indicated in the first interview that she did try to read to her children, but that sometimes she was too tired to do so. At the exit interview she read almost every night. Her daughter wanted to have books reread to her. She also described how her daughter had wanted to act out the part of the wolf while the mother was the three pigs. She reported that her daughter really likes to have books read to her and had made many changes including wanting to participate in the story.

Another parent who reported not having been read to as a child indicated that she did read to her children. At the exit interview she reported that she read to her daughter "all the time" if she was not busy. She was positive about the program and the use of the books provided. She said that her children had become more interested in books and she thought the program had helped her children use more words.

The fourth mother also did not remember being read to as a child, but that her son liked being read to. She reported at the exit interview that she

was reading to her son at bedtime. He was using his imagination more she thought - acting out animals and feelings.

The fifth parent thought she had been read to in school. Her son pulled out books and got her husband so upset he was tempted to throw out the books. At the exit interview she said she wished she could have become involved with the program sooner. She thought the program should be included in all schools. She pointed out that the program was for adults, too.

Many of the parents had not experienced the benefits of family reading as young children. However, after the LET'S READ sessions, parents reported valuing reading and the time they spent with their children in literacy interactions.

VIDEOTAPE ANALYSIS

The spring set of video tapes of parents reading to children showed that the greatest gains made, as measured by behaviors observed during shared reading experiences, were in the category of Comprehension. Notable increases were found in the parents' use of the book title and cover and in relating aspects of the story to their personal lives.

Using the cover of the book to activate background knowledge or to tie the book into a family experience is an important aspect of literacy development as it contextualizes the reading experience for the child. We believe this also enhances the adult's active, constructive reading.

One goal of the project focused on increasing the parent's reading fluency. Unexpectedly, the majority of parents observed were fluent readers prior to participating in the project. However, several parents in the Even Start program were bilingual and only one father was a non-reader. The bi-lingual parents read with some support from the project coordinator the first time through a story. The non-reading father worked very hard with the

project coordinator to understand stories. He would ask to have books read to him and then practice them over and over, using the pictures to recall the stories. He would then go into his daughter's classroom and 'read' the book to her. Teachers in the room reported that the children liked to have the father share books.

One important implication from the study is the importance of not stereotyping low SES or bilingual parents as having low-level literacy skills.

After analysis of the first set of video tapes, the instrument used to analyze the parent-child interactions was revised. It was felt that the initial instrument included behaviors that were more advanced than the emergent level of literacy development (See appendix for both instruments). The second set of video tapes from the fall group of parents at Even Start is currently being analyzed.

Objective 2: Train college students as volunteer teachers of literacy to work beside parents.

College students were taught to work with children as literacy volunteers. During the spring semester of 1993 there were eight literacy tutors. During the fall semester of 1993 four literacy tutors and 49 students from a college class which embedded literacy instruction and experience, a total of 53 students, participated. Interviews of professional staff members from the project sites were enthusiastic about both the quality of the students' participation and the effects on children and their interest in books (See appendix for course syllabus)

Excerpts from the college students' journals follow:

....."This opportunity to learn and grow as a family, I think, is the best way to learn because the parents are able to continue similar activities at home. This

would give the child an excellent opportunity to further develop learning and teach parents effective techniques at the same time. So many government programs would be more successful if they could train parents and educate the family as a whole rather than have children learn one way at home and another at school."

....."I experienced a great feeling of fulfillment as I worked as a literacy tutor. I could see the success and need for this program in every facility I visited. Giving this experience to children was very rewarding. I think it is an important part of the community and needs to continue in Billings. I also think it would be nice if something similar could spread to rural areas around Billings (and into Wyoming). As we shared books with these children, we set a stage or build upon a desire for further enjoyment with reading. The more these children learn that reading can be fun, the more willing they will be to risk and experiment with language arts in the public school. The books that have been made available to the preschools by the literacy grant are the best books available for children at this stage of literacy development. I was very proud to be a part of the program."(at Head Start).

....."Today was kind of a wild day at the book corner. Nine different children visited me today. Not all at the same time, but usually about 4 or 5 at a time"....."The story that was the biggest success was "Puffy". This is a story about the train and he passes animals and other things and each item makes a sound which the children love to read with me. There were two other books that were read twice, "The Napping House and there's a Nightmare in My Closet", I thought maybe "The Napping House" would calm everybody down a little bit, but they loved it when the flea bit the cat and everybody woke up....."

"A lot of good things occurred today, it just wasn't like my calm usual two or maybe three children. Justin surprised me when he stayed and helped me get all of the books back on the shelves. Usually, he is not too interested in the book corner, and will only stay over there for a short while. Today some children came over who have never been in the book corner before. Maybe all of the interest and chaos caught their eye".....

"There was not a lot of interest in reading books today. However, a lot of children were interested in writing. Some of the children wrote and drew in the books I brought and a couple of children preferred to write in their spiral notebooks. I was amazed at how many different stages of writing these children are at. Kayla uses many different colors in her pictures and includes the grass and clouds. Some others just use one color the entire time. I was also interested in how the children talked through the pictures as they were creating them....."

....."At Head Start Liz and Polly offer the children many opportunities to read. There are wide varieties of books available for the kids at all times. The students, most of the time, are eager to pick out stories to be read. Contrary to this environment the Women's Shelter could definitely use some help. The selection of books could be updated. They need a person in the nursery that will work with the kids instead of just sitting there watching them. I know that the money is probably not available for a qualified person to help the children, but surely more there is more that can be done."

The journal excerpts demonstrate that the literacy tutors learned how eager children were to hear stories as well as how to actively involve the children in reading. The tutors also developed an appreciation of children's books that elicit involvement in reading-type behaviors. Additionally, they learned how to facilitate writing development.

Objective 3: Provide literacy experiences for the most economically disadvantaged individuals in four sites providing social services to families in Billings, Montana.

Head Start, Even Start, Gateway House and the Women's shelter participated in the grant. The two shelters had EMC literary tutors to serve as readers to the children in residence. Head Start and Even Start had both EMC literacy tutors as well as the parent involvement program entitled LET'S READ. Two sessions were initially held for Head Start parents (morning and afternoon) with child care available. Three sessions were held at Even Start as parents attended one of three mandatory parenting sessions every week.

While parents chose books to read to their children and practiced, individual help was provided for the non-literate or bilingual parents. Several bilingual parents could read if help and support were provided with unfamiliar words. With one Hispanic father who does not read in his first language, Mason's Little Books and wordless books were used. He was taught to use the pictures to tell the story after he had heard the text read several times and had become familiar with the story.

The LET'S READ parenting program included children's backpacks which contain a child's book, a manipulative activity that goes along with the book, and a card with a few suggestions of activities that relate to the book. These were available to Even Start parents to check out on alternate weeks (because of the large number), while the Head Start parents could take a new backpack home each week.

A blank book was always included in the backpack, and families were encouraged to have their children draw or write in the book. Parents were also encouraged to serve as an audience for their child's writing by asking the

child to "tell me about your writing or picture". The adults were also taught to offer to write the child's language down to create a family story. Many examples of such books prepared by children, parents, or older siblings were proudly shared by parents at the LET'S READ sessions (See appendix for inventory).

The analysis of the spring group of video tapes showed increases in children choosing their own books, requesting "I read" or "me do it", participation in choral reading, and repetition in use of language and phrases of books. While children did not ask questions about print (letters), they were inquisitive about pictures and characters. This illustrates that children and parents were actively engaged in Making Meaning. No behaviors were observed during the first half of the project related to the area of vocabulary.

The parenting sessions had emphasized an interactive approach of reading with children. After the sessions, the tapes showed children taking a more active role in the reading event.

Again, the video tape analysis form was revised after the first set was viewed. The new form is felt to more accurately reflect emergent literacy behaviors.

Reading at the Gateway House (battered spouse shelter) and the Women's and Children's shelter (homeless shelter) provided quite different experiences for the literacy tutors than the Head Start and Even Start programs. Through journaling, the tutors represented the experiences in their own words:

"Working with the preschool children from economically disadvantaged backgrounds was a great opportunity for me. I could see the kids that had parents, grandparents, or someone who pays attention to their literacy needs. They were eager for reading and I could see they enjoyed

listening. Some of the other children didn't want anything to do with books. One time down at the Women's Shelter a women got defensive when I asked if her child would like to come in for story time."

".....Because of their unstable lifestyle, the kids down at the Women's Shelter, I feel, need the most reinforcement. Not all of the kids down there were deprived of a reading background. If someone can provide them with a more stable environment, even if it is just for the reading time, this will be a great opportunity."

"My experience at Gateway House was a unique experience. I was able to see the results of a young boy who had been exposed to books at an early age. This child at three was not only familiar with books, but was also familiar with two oral languages. The mother was reassured by my willingness to read to her children, that she was doing something positive for her children by reading to them."

"Dealing with children from difficult backgrounds is proving to be quite a challenge for me. The children are not the problem. Like other children, the children at Gateway House are eager to explore books and experience new things. Instead, the challenge lies in dealing with an environment that does not usually encourage positive reading practices. I feel that changing my locale from upstairs with the mothers, smoke, and natural foot traffic of a group home to downstairs in the playroom would improve the children's attention span and allow for less distraction. In addition, I will choose shorter books with pictures instead of long wordy books that hold no interest for young children and I will be sure to have enough books for every child to hold one. I might try to bring a special book basket or bag to make reading more exciting for the children. For the very young children who tend to rip or crumple books, I will try to find cloth

books or cardboard books. I will continue to present reading as a positive, exciting, fun thing to do by concentrating on my expression and presentation of the books."

The literacy tutors were able to give children positive experiences with books at both shelters. They also experienced first hand the debilitating effects of stress on families' lives.

Objective 4: Development and support of Parenting Through Literacy clinic sites.

Two hundred seventy-four big books and four hundred forty-five small books were provided for the sites. The majority of the books have predictable texts, making them excellent for facilitating emergent literacy behavior. (The booklist is attached in the appendix.)

Thirty-five LET'S READ backpacks were developed and were available to the parents to check-out and use at home (See appendix).

Four sets of emergent "books-on-tape" were developed, two sets for Head Start and two for Even Start, for low-level literacy parents to check out and use at home. Each packet contains two books, the tape of the books, and an inexpensive, small tape recorder (See appendix). The Family Advocates at Even Start and classroom teachers at Head Start distribute the packets during home visits to families they feel might benefit.

Before the parenting sessions started, the project director and project coordinator met with a representative from Pizza Hut. Pizza Hut sponsors a "Book It" program for elementary students making it possible for students to receive a free personal pan pizza for reading a certain number of books. The Pizza Hut public relations representative provided medium pizza coupons to award to families participating in LET'S READ. Initially, when parents had attended four LET'S READ sessions and had read to the children in the

classroom four times they earned a pizza coupon. The fall session of LET'S READ used the pizza coupons differently and distributed them to parents who attended the "Read and Eat" dinners at Head Start while Even Start parents were given pizza coupons at the end of the project as a bonus for their participation.

The project coordinator worked with Literacy Volunteers of America and the Head Start staff to provide literacy workshops to Head Start parents. The format was named "Read and Eat" and included an evening meal provided by local churches and a short program on reading to children. During the reading portion, Big Books were used to model an interactive reading process. A book give-away ended the evening, and each child in attendance went home with a book.

An inservice workshop was held October 7, 1993 for the Head Start and Even Start staffs and Billings public school primary teachers. Dr. Leslie Morrow presented two workshops on Early Literacy Development.

Objective 5: Evaluate and disseminate information on the outcomes of the Parents and Preschoolers literacy project.

A Parents and Children Sharing Literacy handbook was developed to provide a format for parent workshops on emergent literacy. It was disseminated through the Montana State Reading Council in July of 1993. The sessions are designed to use with parents and staff of preschools and childcare facilities throughout Montana. The inservice is also available for use with primary teachers and principals who wish to hold parent workshops on ways parents can encourage literacy development. This program was presented at the International Reading Association's leadership conference in July of 1993 and the National Association for the Education of Young Children in November

of 1993. It will also be presented at the Colorado Reading Association in February of 1994.

Additional dissemination efforts have concentrated on presentations at professional conferences. A paper entitled Parents and Preschoolers: An Intergenerational Literacy Project was presented at the November, 1993 annual conference of the National Association for the Education of Young Children at Los Angeles. A paper entitled Parents and Children Sharing Literacy: A Family Event, was presented at the October, 1993 Montana State Early Childhood Conference in Billings. Supporting Emerging Literacy in Early Childhood Classrooms was presented at the October, 1993 Montana State Reading Conference in Billings.

Additionally the project coordinator taught RD 593: Reading and the Young Child to 19 graduate students at Eastern Montana College during the summer session of 1993 and she co-taught EDCI 592: Family, Culture, and Literacy during the summer session 1993 with an enrollment of 12.

Conclusion

The evaluator found that the project integrity had been maintained. The specific objectives were met. Additionally all the qualitative indications were that the project was carried out in such a way that the project staff would be enthusiastically welcomed for the same or different kinds of projects in the future.

APPENDIX

APPENDIX

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Appendix B:	Handbook
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Appendix G:	Packets and Tapes

APPENDIX A

PARENTS AND PRESCHOOLERS

title	author	publisher	location	big books	sm
1,2,3 To The Zoo	Carle, E.	Trumpet Club	ES	0	1
A Hug Is Warm	Cowley, J.	Wright Group	ES	1	6
ABCD Tummy, Toes...	Hennessy	Trumpet Club	ES	0	2
Alphabatics	MacDonald, S.	Environment	Backpack	0	1
Bear Facts	Genter	Wright Group	ES/HS	2	6
Beware	Jorgenson, G.	Rigby	ES	1	6
Big And Little	Cowley, J.	Wright Group	ES	1	6
Big Red Barn	Brown, M.W.	HarperCollins	ES/HS	2	0
Big Toe, The	Melser, J. & Cowley, J.	Wright Group	HS/ES	2	6
Bigger Than A Mouse	Swanson, L.	Wright Group	ES	0	1
Bigmama's	Crews	Trumpet Club	ES	0	2
Board Books				0	37
Bread, Bread, Bread	Morris	Gryphon House	ES/HS	2	0
Bright Eyes, Brown Skin	Hudson, C.W. & Ford, B.G.	HarperCollins	ES	1	10
Brontosaurus, The	Redhead	Wright Group	ES/HS	2	6
Caps, Hats, Socks, And Mittens	Borden, L.	Scholastic	HS/ES	4	6
Carrot Seed, The	Krauss, R.	Scholastic	HS/ES	2	4
Cat and The King, The	Fuller, E.	Rigby	ES	1	6
Chicka Chicka Boom Boom	Martin, B	DLM	HS/ES	3	6
Color Zoo	Ehlert	Trumpet Club	ES	0	1?
Cow That Went Oink, The	Most, B.	HBJ	ES/HS	2	0
Crocodile Beat	Jorgenson, G.	Rigby	HS/ES	2	0
Dan the flying man	Cowley	Wright Group	ES/HS	2	0
Danger	Melser, J. & Cowley, J.	Wright Group	HS/ES	3	12
Dig a Dinosaur	Gentner	Wright Group	ES/HS	2	6
Dinosaur Dream	Koontz, R.M.	Environment	HS/ES	2	0
Do You Want to Be My Friend?	Carle, E.	Trumpet Club	ES	0	1
Don't Touch	Klein	Trumpet Club	ES	0	1?
Each Peach Pear Plum	Ahlberg, J&M	Scholastic	HS/ES	2	0
Farm Concert, The	Cowley, J.	Wright Group	HS/ES	3	12
Franklin In The Park	Bourgeois, P.	Scholastic	ES	1	1
Frightened	Cowley, J.	Wright Group	HS/ES	3	3
Gingerbread Man, The	Parkes, B. & Smith J.	Rigby	ES	1	6
Goldilocks And The Three Bears	Hillman, J.	Rigby	ES	1	6
Good For You	Cowley, J.	Wright Group	HS/ES	2	0
Goodnight Moon	Brown, M.W.	Scholastic	HS/ES	2	0
Goodnight, Goodnight	Parkes, B.	Rigby	ES	1	6
Grandpa, Grandpa		Wright Group	ES/HS	2	0
Growing Vegetable Soup	Ehlert, Lois	Scholastic	HS/ES	0	4
Guinea Pig Grass	Mahy, M.	Rigby	ES	1	6
Hairy Bear	Cowley, J.	Wright Group	HS/ES	3	12
Hello, Cat You Need A Hat	Gelman, R.G.	Scholastic	HS/ES	2	0
Helping	Carter, J.	Scholastic	HS/ES	2	0
I Am A Big Dinosaur	Crozat, F.	Environment	Backpack	0	1
I Can Jump	Cowley, J.	Wright Group	ES	1	6

title	author	publisher	location	big books	sm
I Know An Old Lady Who Swallow	Signorine, S.	HarperCollins	ES	1	5
I Like Me!	Carlson	Trumpet Club	ES/HS	2	2
I like to be me	Carlson	Wright Group	HS	1	0
I See Circles	Artell, M.	DLM	HS/ES	2	4
I Was At The Zoo	Belanger, C.	Shortland	ES	1	6
I Was Walking Down The Road	Barchas, S.	Scholastic	HS/ES	2	0
In A Dark, Dark Wood	Melser, J. & Cowley, J.	Wright Group	HS/ES	3	12
In The Tall, Tall Grass	Fleming, D.	Environment	Backpack	0	4
Is It Floating	Biddulph	Wright Group	ES/HS	2	0
It Looks Like Spilt Milk	Shaw	Gryphon House	ES/HS	2	0
Jack And The Beanstalk	Smith, J. & Parkes, B.	Rigby	ES	1	6
Jacket I Wear In The Snow, The	Neitzel, S.	Scholastic	HS/ES	2	0
Jamberry	Degen, B.	Scholastic	ES	1	0
Jigaree, The	Cowley, J.	Wright Group	HS/ES	3	12
Jump Frog Jump	Kalan		ES/HS	2	0
Just Me	Bacon, R.	Rigby	ES	1	6
Land Of Many Colors, The	Klamath Co. YMCA Family	Scholastic	HS/ES	2	0
Lazy Lion	Hadithi, M.	HarperCollins	ES	1	10
Little Rabbit Foo Foo		Trumpet Club	ES	2	0
Little Red Hen, The	McQueen, L.	Scholastic	ES	1	0
Look!Look!Look!	Hoban, Tana	Scholastic	HS/ES	0	2
Mama, Do You Love Me?	Joosse, B.	Scholastic	HS/ES	2	6
Milk	Shebar, S.S.	Aro	Gateway H	0	1
Mouse Paint	Walsh, E.S.	HBJ	ES/HS	4	0
Mr. Grump	Cowley, J.	Wright Group	HS/ES	2	0
Mrs. Wishy-Washy	Cowley, J.	Wright Group	HS/ES	4	12
Munch, Munch	Gentner	Wright Group	ES/HS		6
My Baby Brother	Haines, H.	Scholastic	HS/ES	0	4
My First Look At Counting		Random House	Backpack	0	2
My First Look At Home		Random House	Backpack	0	2
My First Look At Nature		Random House	Backpack	0	2
My First Look At Opposites		Random House		0	2
My First Look At Shapes		Random House	Backpack	0	2
My First Look At Sizes		Random House	Backpack	0	2
My First Look At Sorting		Random House		0	2
My New School	Haines, H.	Scholastic	HS/ES	0	4
Napping House, The	Wood, A.	HBJ	ES/HS	2	0
Night Monsters	Shebar, S.S.	Aro	HS/ES	3	9
Noisy Nora	Wells, R.	Scholastic	ES	1	10
Obadiah	Melser, J. & Cowley, J.	Wright Group	ES	1	6
Of Colors and Things	Hoban, Tana	Scholastic	HS/ES	0	4
One Cold, Wet Night	Cowley, J.	Wright Group	ES	1	6
Peanut Butter and Jelly		Trumpet Club	ES	1	0
Polar Bear, Polar Bear What Do Y	Martin, B.	Environment	B/P,HS/E	2	1
Potluck	Shelby, A.	HarperCollins	ES	1	0

title	author	publisher	location	big books	sm
Pumpkin,Pumpkin	Tilherington	Wright Group	ES/HS	2	0
Rat-a-Tat-Tat	Eggleton, J.	Shortland	ES	1	6
Red Leaf, Yellow Leaf	Ehlert, L.	Environment	Backpack	0	2
Rosie's Walk	Hutchins, P.	Scholastic	ES	1	6
Sheep In A Jeep	Shaw, N.	Trumpet Club	ES	0	1
Sing Together	Belanger, C.	Shortland	ES	1	0
Snowy Day, The	Keats, E.J.	Scholastic	HS/ES/G	5	0
Story Book, The	Cowley, J.	Shortland	ES	1	0
Supermarket, The	Fann, C.	Wright Group	HS	0	1
Ten Big Dinosaurs	Redhead	Wright Group	ES/HS	2	6
Ten Little Actors	Lloyd, P.	Rigby	ES	1	6
There's A Nightmare In My Close	Mayer, M.	Dial Books	ES/HS	2	0
Three Billy Goats Gruff, The	Appleby, E.	Scholastic	HS/ES	2	12
Three Little Ducks	Melser, J. & Cowley, J.	Wright Group		3	12
Three Little Pigs, The	Parkes, B. & Smith J.	Rigby	HS	1	6
Thump, Thump Rat-a-Tat-Tat	Baer, G.	HarperCollins	ES/HS	2	10
To Town	Cowley, J.	Wright Group	ES/HS	2	6
Truck	Crews	Gryphon House	ES/HS	2	0
Very Busy Spider, The	Carle, Eric	Scholastic	HS/ES	0	8
Very Hungry Caterpillar, The	Carle, E.	Scholastic	HS/ES	2	4
We Are All Alike, We Are All Di	Cheltenham Elementary Sc	Scholastic	HS/ES	4	12
We're Going On A Bear Hunt	Rosen, M. & Oxenbury, H.	HarperCollins	ES	1	10
Wheel Away	Dodds		ES/HS	2	0
Wheels, Wheels, Wheels	Carlstrom, N.W.	HarperCollins	ES	1	5
When I Say	Artell, M.	DLM	HS/ES	2	0
When Itchy Witchy Sneezes	Cowley, J.	Wright Group	ES	1	6
When The Circus Comes To Town	Parkes, B.	Rigby	ES	1	6
Where Does The Brown Bear Go?		Trumpet Club	ES	1	0
Who Is The Beast?	Baker	Trumpet Club	ES/HS	2	2
Who said Red?	Serfozo	Gryphon House	ES/HS	2	0
Who Will Be My Mother?	Cowley, J.	Wright Group	HS/ES	2	3
Who's In The Shed?	Parkes, B.	Rigby	HS/ES	2	0
Why Can't I Fly?	Gelman, R.G.	Scholastic	HS/ES	2	0
Wind	Bacon		ES/HS	2	0
Woosh!	Melser, J. & Cowley, J.	Wright Group	ES	1	6

FIRST FAMILY LITERACY NIGHT

PARENT-CHILD LITERACY INTERACTIONS

Gather these materials before the session.

- Book - Love You Forever by Robert Munsch
- Overheads
  Parent Child Literacy Interactions (OH 1)
  You Can Encourage Your Child To Read (OH 1.1)
  Literacy Development Graphic (OH 1.2)

- Signs - collect signs and environmental print samples from your own community. Some of the ones we used were:

  McDonald's
  Jello
  Conoco
  Kwik Way
  Circle K
  K-Mart

- Video (optional)
  Read To Me from the International Reading Association

Make one copy for every participant of:

- Words, Words, Everywhere
- Helping Your Children Become Readers
  (fold up pamphlet)

PARENT-CHILD LITERACY INTERACTIONS

When you talk with your children, you are doing much more than talking. You are building literacy knowledge that can and will be used as they begin to read. These wonderfully simple interactions are some of the most powerful for developing literacy.

Begin this session by reading aloud the first part of the book, Love You Forever. (Find the book inside the front pocket of notebook.)

1. Now introduce the title of the book and show them the cover. What do they see? Generate lots of ideas by asking parents what else they do with their children.

2. Stir up their background knowledge by asking the audience how many of them remember sitting on their parent's lap. Ask what their favorite times with their parents were. As you read the book, stop at the refrain and let the audience fill in words.

Now present the three principals of this session.

OH 1

*** Parents, children and books form a cozy, warm family event.**

Young children love the closeness of book reading. They love sitting next to mom, dad, or other important people in their lives. While lap reading (hold up picture of lap reading, OH 1.1), ***we are doing much more than reading aloud. We are establishing a physical bond between parents, children and books. Other family times also build literacy skills by providing shared experiences and time to talk:***

*Making meals

*Eating together

*Riding in the car

*Grocery shopping

OH 1
*** Follow the lead of the child.**

Following the lead of the child begins by listening to your children. As they talk about their surroundings you will notice that they will indicate they are aware of print in the environment. Look at this common sign.

(Hold up picture of a McDonald's sign)

Pretend you and your child were in the car approaching this sign. Your child says "Look, that's McDonald's" and you notice they are pointing to the Golden Arches.

You would say, 'Yes, that is McDonald's and at the top you see the Big 'M' that starts McDonald's". The 'M' is a letter that begins 'McDonald's.'

The environment is a good, inexpensive place to start with literacy interactions. Streets and stores are filled with words that are interesting to children.

Now, I want you to find a partner and I want one of you to pretend to be the child, the other the parent. You have just passed this sign. (Hold up sign) ***Now children begin talking and parents follow their lead.***

(Use Jello, Conoco, Kwik Way, Kmart, Circle K, logos)

OH 1
*** Extend and elaborate the child's talk.**

Children are always talking about their environment and we need to extend their talk whenever we can. The endless chatter of children can become the language of literacy when adults listen and extend their language.

For example, a mother and her child passed the school on the way to the grocery store. The child said. "Dat's School."

To elaborate that response, the mother said: "Oh yes, that is where your sister goes to school, and you will go there too".

This elaboration helps the child hear a model of a longer response. The child may even repeat the sentence to solidify the new language.

Show parents the literacy development graphic (OH 1.2).

A strong oral language base helps literacy development in children. In fact, educators now are using the term "literacy development" instead of beginning reading and beginning writing because we now understand how interconnected the various components of literacy are and how development in one area enhances development in the others.

Show Video, Read To Me.

Afterwards, discuss how parents are interacting with the children.

Now, let's try this one. Who will be the child this time? (Hand the book , Words, Words, Everywhere, to the adult who will be playing the child). ***With a partner, practice. The child hands you this book and says "Read".***

Partners respond to the child. (They need to say something like, "Yes, I will read this book, Words, Words, Everywhere to you".)

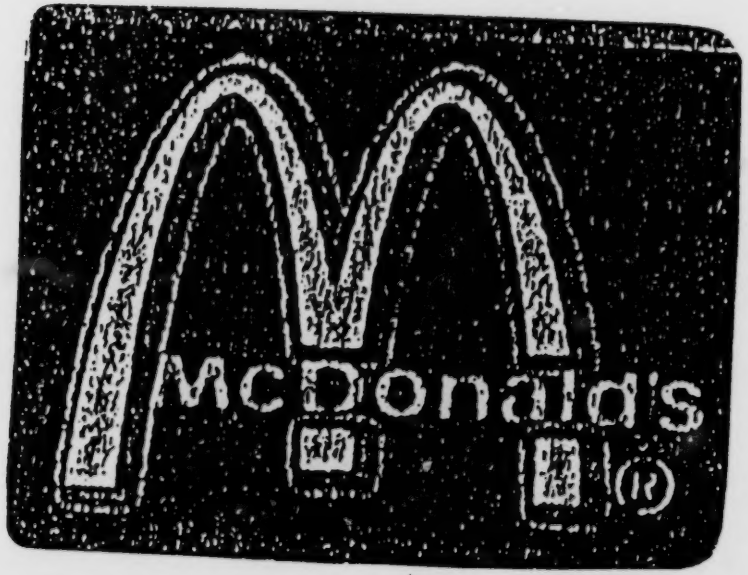
Then the parent partner reads the book, Words, Words, Everywhere.

Hand out the pamphlet, Helping Your Children Become Readers, and List of Predictable Books.

SIGN SAMPLES

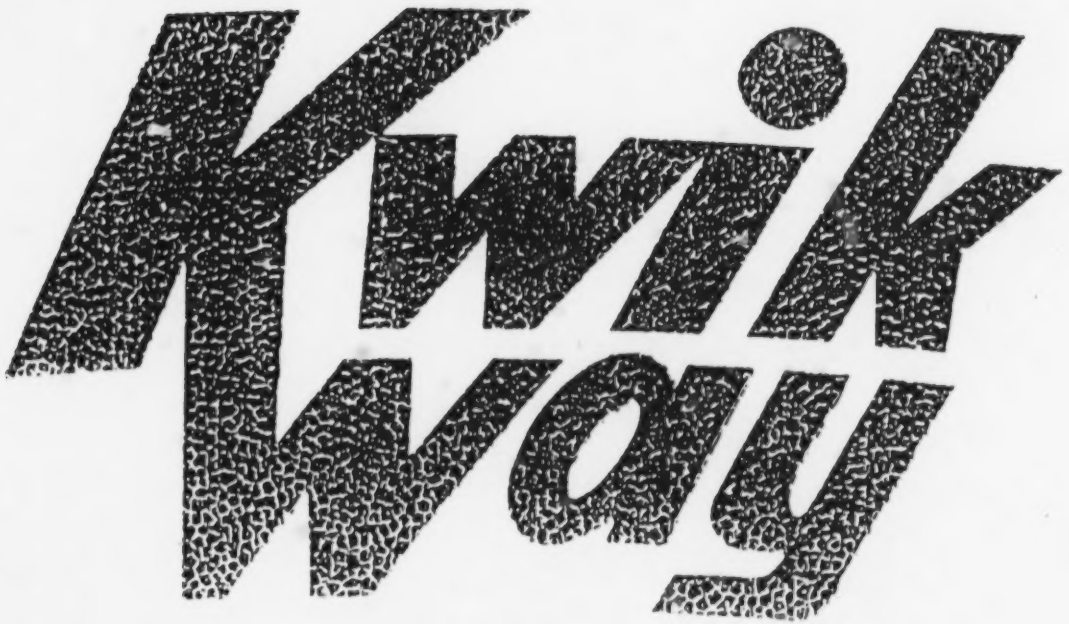
You can hold these up or gather authentic signs from restaurants and businesses in your community.

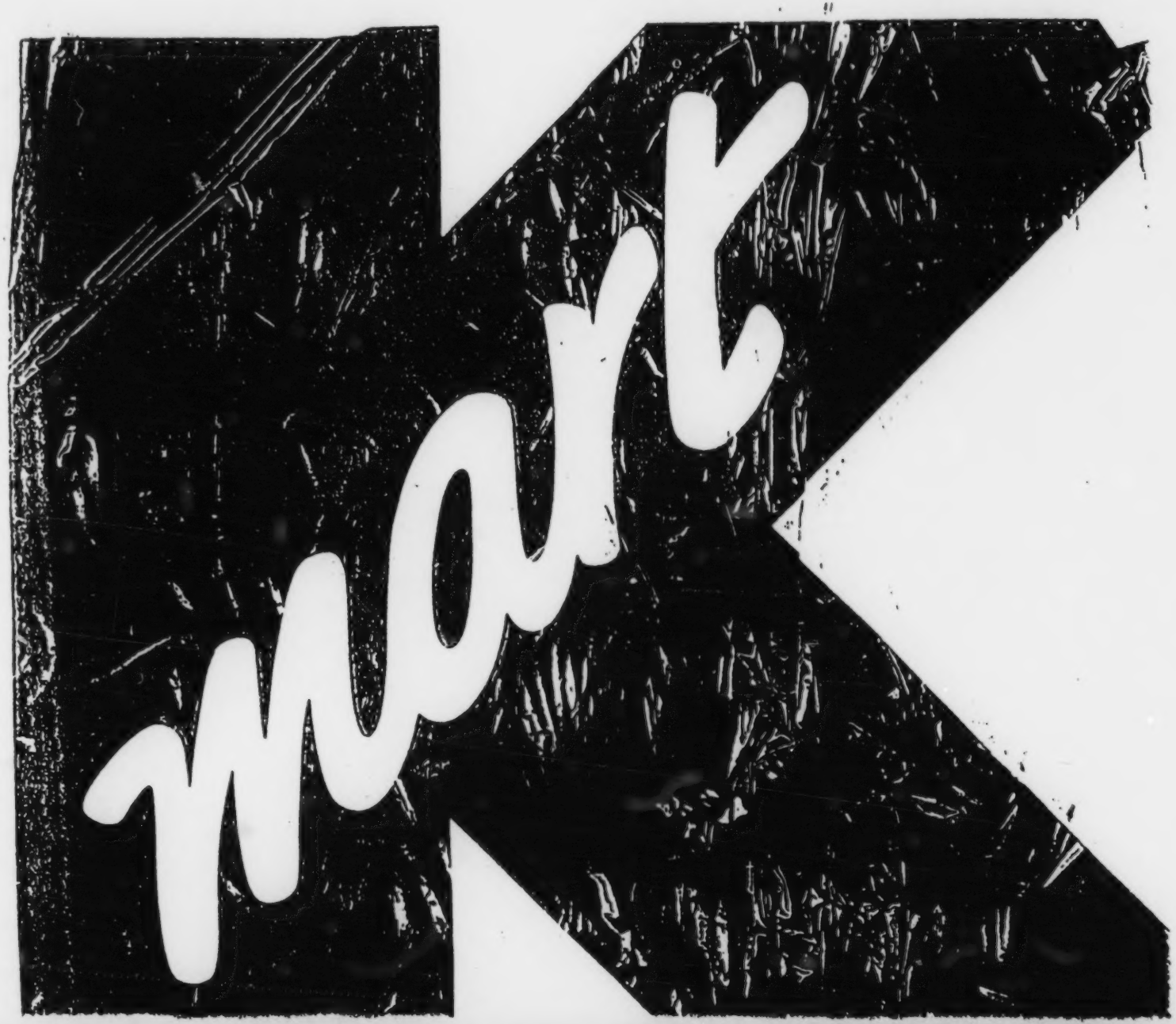
1. McDonald's
2. Jello
3. Conoco
4. Kwik Way
5. K Mart
6. Circle K


McDonald's

triple berry
ARTIFICIAL FLAVOR
DELICIOUS STRAWBERRY/RASPBERRY/BLACK RASPBERRY FLAVOR COMBINATION
Sugar Free
JELL-O®
BRAND
gelatin dessert
FOUR 1/2-CUP SERVINGS
NUTRASWEET BRAND SWEETENER
only 8 CALORIES per serving
NET WT. 0.3 OZ.

CONOCO


Kwik
Kwoy


mart

OVERHEADS

MAKE OVERHEADS WITH THESE MASTERS

1. Parent-Child Literacy Interactions (OH 1)
2. You Can Encourage Your Child To Read (OH 1.1)
3. Literacy Development (OH 1.2)

Parent-Child Literacy Interactions

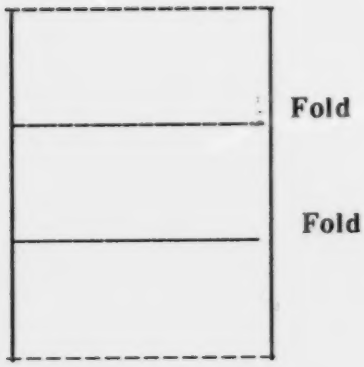
* Parents, children, and books form a cozy, warm family event.

* Follow the lead of the child.

* Extend and elaborate the child's talk.

Following is a master for making the predictable book. We recommend duplicating on a copy machine that can copy double sided and sort from a double sided master. Otherwise, you need to carefully place the original so it will reproduce as a book.

MAKE COPIES OF THIS HANDOUT AND MAKE A TRIPLE FOLD



HANDOUTS

1. Words, Words, Everywhere
2. Helping Your Children Become Readers
3. List of Predictible Books

SECOND FAMILY LITERACY NIGHT

READING

Gather these materials before the session.

- Hairy Bear to read aloud
- Overheads
  Reading (OH 2)

- Display books like:

  Brown Bear, Brown Bear
  Spot Books
  The Very Hungry Caterpillar
  The Napping House
  Are You My Mother?
  Leo The Late Bloomer
  Where The Wild Things Are
  There's A Nightmare In My Closet
  Dr. Seuss Books (Including Dr. Seuss's ABC's)

Make one copy for every participant of:

- Hap, Hap The Traveling Man
- *Interactive Reading* handout

READING

Review of Session 1

Children's literacy development begins long before they go to school. As children see environmental print, talk with family members, listen to stories, and make marks on paper they are building literacy skills.

Show OH 1.1 from the first session as a reminder to parents of how important family literacy events are. ***Families use the closeness of book reading to follow the lead of the child allowing the child to choose books or letting the child tell the story if they say "me do it". They also use reading time to get children talking about books and family experiences.***

Show the literacy development graphic (OH 1.2) which visually expresses the interactive nature of literacy events.

Reading to your children is one of the most important things you can do. As you read stories, recite nursery rhymes, and sing simple songs you are helping your children develop a love of language. When you read to children, you are helping them learn more about their world (show the books, Brown,Bear, Brown Bear, The Very Hungry Caterpillar), ***find out that books are playful and funny*** (show Dr. Seuss books, Spot books, The Napping House) ***and discover that books provide emotional comfort as they address children's fears and worries*** (show There's A Nightmare In My Closet, Where The Wild Things Are, Leo The Late Bloomer, Are You My Mother?).

Begin Session 2

You are now going to read the book Hairy Bear, modeling an interactive reading style that will become the teacher's points of this session. Show parents the cover of Hairy Bear. (Find the book inside the front pocket of notebook.)

1. Stir up their interest by asking them what they think the book will be about. Have them notice the alarm clock on the bedstead and the scary book over the bed. What might happen at 2 a.m. after they've read

a scary book? Have they ever heard noises in the night? What are some of the things those noises might be?

2. Read aloud the book Hairy Bear.

3. As you read, stop at several of the pages and ask if they think Hairy Bear is going to get up now. Before the last page turn, have the audience predict what is behind the door. Generate lots of responses by asking "What else could there be?"

Now present the five principles of this session.

OH 2
*** Link book to children's interests and experiences.**

(Show the cover of Hairy Bear.) ***Notice that I used the cover of the book before I started to read. I used questions like, "Have you ever heard a noise in the night? What did you think the noise was? Have you ever been afraid when you woke up at night?" These are questions that encourage your child to think about their experiences. These same experiences are those the main characters have. Discussing these experiences before you start to read helps your child understand the story.***

OH2
*** Invite children to read along with you.**

1. ***It is important to issue the invitation and assurance to children: "I bet you can help me read this story".***

2. ***Children may read aloud with you or they may read silently in their heads.***

Additionally, parents can invite children to read by leaving out part of the predictable phrase. As an example, when they leave out the phrase,

'I don't care", they would motion with their arm or eyes or use vocal pause for their child to fill in the phrase.

'Hairy Bear, Hairy Bear I still can hear robbers. I don't care, ___ ___ ___, I'll zim-zam-zap 'em. And I'll do it in the _____."

Pause long enough for the child to fill in the word–usually about 10 seconds. If they are stuck, prompt them with the beginning sound. Then praise their attempt. Remember: Pause, Prompt, Praise.

OH 2
*** Use prediction points within the story to encourage children to guess what will happen.**

As I read the book, Hairy Bear, I stopped and asked what will happen next. This teaches children to be actively involved with the text.

'Do you think Hairy Bear is going to get up now? What makes you say that?"

Stopping as you read to talk about what is happening helps your child stay engaged and involved in the story.

As I stopped before the last page turn, I asked, "What do you think is behind the door?" Notice that I encouraged lots of guesses then let the text show what happens.

OH2
*** Encourage children to fill in words in predictable patterns where rhyme, rhythm, or repetition is very strong.**

Look at the pattern in the story we read. The repetition of the words "Hairy Bear" has a musical sense to it. This is further rhymed with "I don't care, I don't care" which adds the rhyme to the musical rhythm.

'Hairy Bear, Hairy Bear I can hear robbers. I don't care, I don't care, I'll fim-fam-fight 'em.

An added note is that children love books with a sense of humor. The fact that Hairy Bear will do this in the morning tickles them because it is a contradiction. Robbers would need to be stopped in the night--not in the morning. Hairy Bear's actions are also a contradiction. As he says, 'T'll bim-bam-bash 'em," he is curled up in bed--not about to get up!

The use of words like bim-bam-bash 'em and fim-fam-fight 'em add an element of play with words that children love (mention Dr. Seuss books). Have parents remember their favorites. Show a copy of Dr. Seuss's ABCs.

OH 2
*** Know that "Once is not enough!"**

Children get "hooked on books". They love to hear the same stories repeated over and over again. This provides children with a sense of security and emotional comfort. It also is the way children memorize the language of books. Familiarity with stories helps children behave like readers even before they can really read the words. If children are reciting the text by heart, they are seeing themselves as readers.

At the end of the presentation do a shared reading of Hap, Hap The Traveling Man.

Now, let's try this one. Who will be the child this time? (Hand the book, Hap, Hap the Traveling Man, to the adult that will be playing the child). *With a partner practice: The child hands you this book and says "Read".*

End by handing out the sheet entitled - Interactive Reading.

OVERHEADS

MAKE AN OVERHEAD WITH THIS MASTER

Reading (OH 2)

HANDOUTS

1. Hap, Hap the Traveling Man
2. Interactive Reading

Following is a master for making the predictable book. We recommend duplicating on a copy machine that can copy double sided and sort from a double sided master. Otherwise, you need to carefully place the original so it will reproduce as a book.

INTERACTIVE READING

1. Ask children what they see on the cover. Stir up interest by asking them to guess what the book could be about.

2. Link title of book to children's previous experiences.
   - Have you ever...? Do you remember the time...?

3. Invite children to join in as you read. Say, "I bet this is a book you can help me read."

4. Stop and ask, "What do you think will happen next?"
   - What do you think they are going to do?
   - What do you think is behind the door?

5. Let children fill in words when possible. Often books have rhyme or repetition where children can naturally fill in words. For example: Jack and Jill went up the _____.

Judy Peterson
Coordinator, Student Literacy Corps
Eastern Montana College
7/92

THIRD FAMILY LITERACY NIGHT

WRITING

Gather these materials before the session.

- Overheads
  Interactive Reading (OH 3)
  Writing (OH 4)
  Writing Samples (OH 4.1 - 4.8)
  Stages of Spelling Development (OH 4.9)
  Writing Sample (OH 4.10)

Make one copy of the writing sample, found in the handout section, for each small group and cut into 5 parts.

Make one copy for every participant:

- *Ways to Encourage Early Writing* handout

Writing

Review of Session 2

Last session we talked about the importance of story book reading to your child's development. As a review of that session, I am going to read a predictable book and model an interactive reading process. Reading this way can help your child become actively involved in the reading process. I will put the overhead on (OH 3) ***and I'll ask you to monitor my interactions with the book.***

Begin Session 3

Begin by reading a predictable book of your choice. (See List of Predictable Books, Session 1 handout). Look back to session two and model interactive reading behaviors as you read.

As children are read to, notice environmental print, and begin to make marks on paper, they begin to figure out how to make sense with print. (Ask parents to remember their first writing experiences in school. Do they remember that 'writing' was drill and practice--forming perfect letters? Do they remember getting papers back with red check marks or circles around letters or words? Do they feel this discouraged their willingness to take the risk to write?) ***The only difference between writers and you and me is that writers write! Somewhere along the way you and I stopped writing. Even our greatest writers have editors.***

OH 4
*** Accept children's attempt to make sense of print.**

Parents can help children make sense of their writing. Often young children will scribble on a sheet of paper and ask "What does this say?" The parent needs to respond positively to this request because this scribbling acknowledges that the child understands that marks on a page have meaning. They say something.

Be honest, but don't judge. A parent can respond by saying: "It's not grown up writing yet so I can't read it. But you have worked really

hard and done a great deal of writing. You can tell me what you were thinking about when you wrote this." Then the parent or other adult can write down what children say. Another response the adult could make would be: "You read it to me and then I'll read it back to you. Would you like me to write down how you read it?"

OH 4
*** Focus on the child's meaning and not the form of writing.**

When children first begin to make marks on paper it is a very powerful moment! It says to the child: "I AM, I EXIST! I CAN LEAVE MY MARK ON THE WORLD!"

Ask parents if they have ever had their child write on a wall or maybe the bedsheets!

At first writing looks like scribbles, but parents can comment on those scribbles by saying to the child: "Look at all your writing; you're really working hard".

Show Writing Sample on OH 4.1. Show the picture first then the writing.

Here you see a child's markings. When asked what it said, the child responded. "My Mom and Dad". The parent wrote the child's words near the picture (point to words My Mom and Dad). ***When children first begin to write they frequently draw a picture for the words.***

Writers need an audience. We need to ask children what their writing says. If the child tells you to read it, let them know that you can't read it yet because it isn't grown-up writing; but they can tell you what they were thinking as they wrote it.

Show Writing Sample on OH 4.2.

As children become more aware of print in their environment and in books, they develop a discrimination between illustrations and writing. Here the child has drawn a picture and added writing.

When the parent asked about the meaning, the child responded, "These are kids." This shows the child's developing concept of the relationship between pictures and words.

Show Writing Sample on OH 4.3.

Here you see an example where a child has drawn a picture of a dragon, his topic for his book. Below the dragon is the narrative that goes with it. Isn't it too bad that there was no one around to ask the child about his writing!

In all these literacy interactions, the child's writing was accepted as a way to communicate meaning about his or her ideas.

OH 4
*** Let children write their own way.**

Beginning to write is a risky business! Children not only have to learn how to form letters, they also need to know how letters are arranged in space, and in which direction we write. They have much to learn, but the wonderful thing is that they are internally motivated to practice writing. Adult insistence that "they do it right" can interfere with their own motivation to figure out how writing works.

Show Writing Sample on OH 4.4.

Here is a literacy interaction between the parent and child. The child had a blank book in which the parent wrote the alphabet and then let the child practice making the letters in their own way. (Point out the reversed c, the spacing and the spatial orientation of some of the letters). ***However, all the letters are represented.***

The more they write, the more they notice how writing looks, and the more the form of writing begins to come under their control.

***Ask parents if they have to write words down if someone asks them how to spell a word. Do they need to "see" the word to know if it is spelled correctly?

Thus, writing helps us learn more about how words look in print.

Show Writing Samples on OH 4..5a and OH 4.5b.

On sample "a" you see the child's drawing of his story. He has a hair raising adventure in mind.

Sample "b" shows his writing to construct that story. Unfortunately again in this instance, the adult did not ask the child to tell about the writing. A wonderful comment would have been: "This looks like a really exciting story. Tell me about it."

Show Writing Sample on OH 4.6.

Other times, letter forms more closely match the picture.

A shy four year old student who seldom talked in a Head Start class, drew this picture and added some writing. When asked what it said, he responded, "Parachute man". Look at the closeness of the letters. We might wonder if the P and R represent parachute and M LM represents man.

Children are beginning to control the process even when it appears that they are just beginners.

Show Writing Sample on OH 4.7.

Here the child is writing a book about his preschool experience using stencils to trace the figures. He writes his narrative over his illustration and dictates the meaning to the adult. (Read inscription.)

Show Writing Sample on OH 4.8.

His story continues. Notice on the left side (a), when the adult asked what this page said, the child responded by saying, "He's sad cause he's gots a ghost in his house." Then the adult asked what the page on the

right (b) said . The child looked at the adult in a most disgusted fashion and said, 'IT SAYS the same thing." In fact, the letters are exactly the same on both pages. The child is learning the consistency of printed language. This is a major developmental concept.

OH 4
As Children Write, Spelling Develops

Experimental (Invented) Spelling

Many parents have questions about their child's spelling. Their concern is that the child will get stuck using the early, experimental forms of spelling and not advance. The following are some points you can use to help parents understand how spelling develops.

1. ***Experimenting with spelling is a thinking process that allows children to construct knowledge about the writing system.***

2. ***Encouraging children to take risks as they write by inventing spelling gives them the freedom to test and modify their understanding of spelling.***

3. ***As we allow children to spell their own way, we (teachers, parents, grandparents) can look at their words as a demonstration of what they know.***

4. ***Spelling involves thinking not rote memorization. Have any of you memorized spelling words for a test or looked words up in the dictionary and then promptly forgotten them?***

5. ***There is no evidence that early experimental spellings will become habitual and lead to poor spelling. Thinking about words occurs as children are encouraged to try out spellings.***

6. ***Today teachers are focusing on getting children in the habit of writing first, knowing that the time to work on spelling is after children are writing lots of stories. Overcorrection inhibits the risk-taking and experimentation needed to become a speller.***

7. ***Spelling develops over time. It is partly auditory (hearing the sounds of letters), partly knowing how words are constructed (out of consonants and vowels) and partly visual memory (knowing how words look). As spelling develops, your child's thinking about words goes through stages.*** (Show OH 4.9, Stages of Spelling Development and read it aloud.) ***Children are always taking in new information about words and using it to modify what they know about spelling words.***

A wonderful book to recommend to parents is: Spel...Is A Four-Letter Word by Richard Gentry. It is published by Heinemann Educational Books, 1987. ISBN 0-435-08440-2.

OH 4
*** Encourage a process. Writing develops with patience and practice.**

The more children write, the more they notice and look at print and begin to learn what words look like. (For this experience, use the writing sample from OH 4.10 found in the handout section. Laminate a copy of this sheet for each small group, and cut apart.)

Begin by having parents break into small groups and put the writing samples in order of sophistication. Ask them to put the samples in a row beginning with the least developed and moving to more developed writing. Then ask parents to give you the order. Arrange them on the overhead as they do.

Show Writing Sample "a" on OH 4.10 and say:

The beginning sample is scribble writing which shows that the child has noticed the parents' handwriting.

Show Writing Sample "b" on OH 4.10 and say:

The next sample shows the child is now noticing that the print they see is made up individual letters. 9b is an example of the child writing letter forms.

Show Writing Sample "c" on OH 4.10 and say:

The child is now experimenting with the spacing of words, and bringing letter forms under control. This is more sophisticated because the child has begun to look at print he or she sees in books and in the environment and is trying to reproduce it.

Show Writing Sample "d" on OH 4.10 and say:

In this sample, the child has developed the concept of meaning and printed words. Letter forms, spelling, and spacing are becoming closer to conventional usage. These will all develop as the child uses writing more and more.

Show Writing Sample "e" on OH 4.10 and say:

This is an inventory of words the child knows how to write. As children learn to express themselves with writing, they often start with powerful messages such as I Love You and the names of family members and pets. This child (a preschooler) will begin school already knowing a great deal about written language.

If parents suggest a different order, ask if the other groups agree or disagree and why.

CONCLUDING REMARKS

We're happy you attended these sessions on literacy development. Remember that the most important thing you can do is to enjoy sharing reading and writing activities with your children. Children are internally motivated to figure out how reading and writing work. As parents and teachers, we can work together to get children involved with print in pleasurable ways.

OVERHEADS

MAKE OVERHEADS WITH THESE MASTERS

1. Interactive Reading (OH 3)
2. Writing (OH 4)
3. Writing Samples (OH 4.1 - 4.8)
4. Stages of Spelling Development (OH 4.9)
5. Writing Sample (OH 4.10)

HANDOUTS

1. Ways to Encourage Early Writing
2. Writing Sample to cut apart

INTERACTIVE READING

1. Ask children what they see on the cover. Stir up interest by asking them to guess what the book could be about.

2. Link title of book to children's previous experiences.
   - Have you ever...? Do you remember the time...?

3. Invite children to join in as you read. Say "I bet this is a book you can help me read."

4. Stop and ask, "What do you think will happen next?"
   - What do you think they are going to do?
   - What do you think is behind the door?

5. Let children fill in words when possible. Often books have rhyme or repetition where children can naturally fill in words. For example: Jack and Jill went up the _____.

Judy Peterson, Coordinator
Parent's and Preschoolers Intergenerational Literacy Project
Eastern Montana College

Writing

* Accept children's attempt to make sense of print.

* Focus on children's meaning and not the form of their writing.

* Encourage children to write their own way.

* As children write, spelling develops.

* Encourage the process. Writing develops with patience and practice.

WAYS TO ENCOURAGE EARLY WRITING

- Marks on the paper are the early forms of writing. Ask your children to tell you what they say.

- Pictures and scribbles also are forms of writing. Encourage your children to tell you what they are thinking. Write their response at the bottom of the page.

- Encourage children to write about their pictures by saying: "Write what you want to say about your picture."

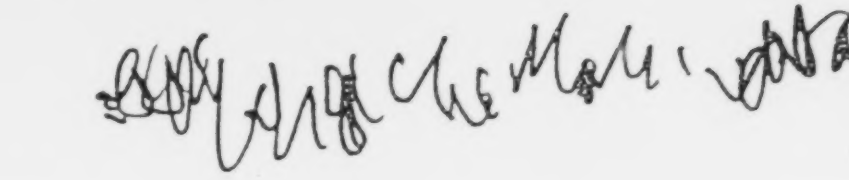
- When children are uncertain about how to write, say: "Write it the way you think it should be."

It is important for parents and teachers to provide warmth, acceptance, confidence, and belief in the children as written language users. As adults create a safe environment (one free from criticism and correction) children feel free to take the risk to experiment with the early forms of literacy.

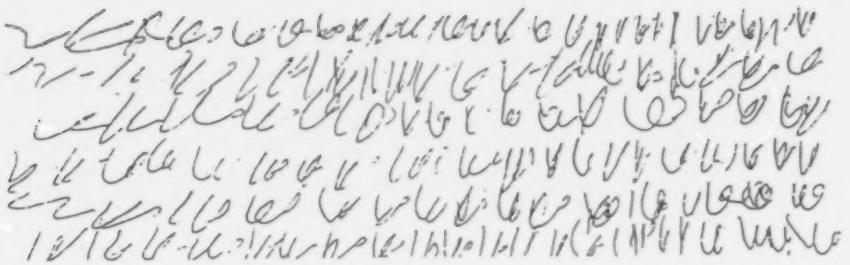
Judy Peterson
Coordinator, Student Literacy Corps
Eastern Montana College
7/92

Writing Sample to Cut Apart

a



b



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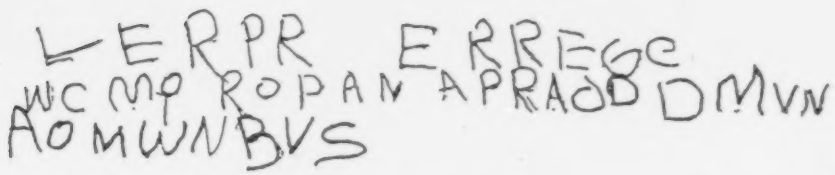
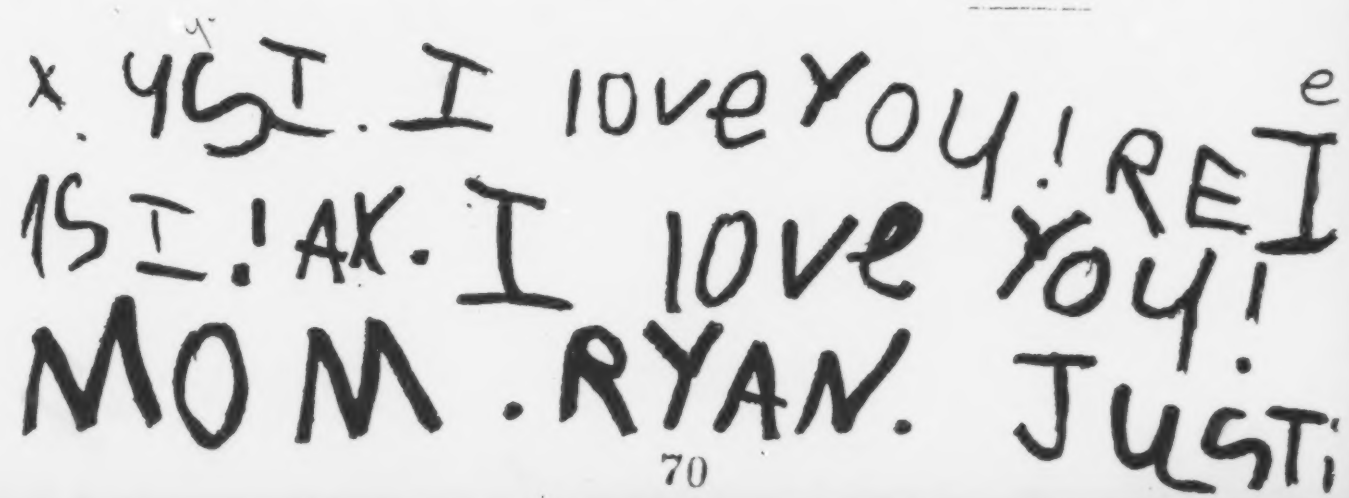


d

e



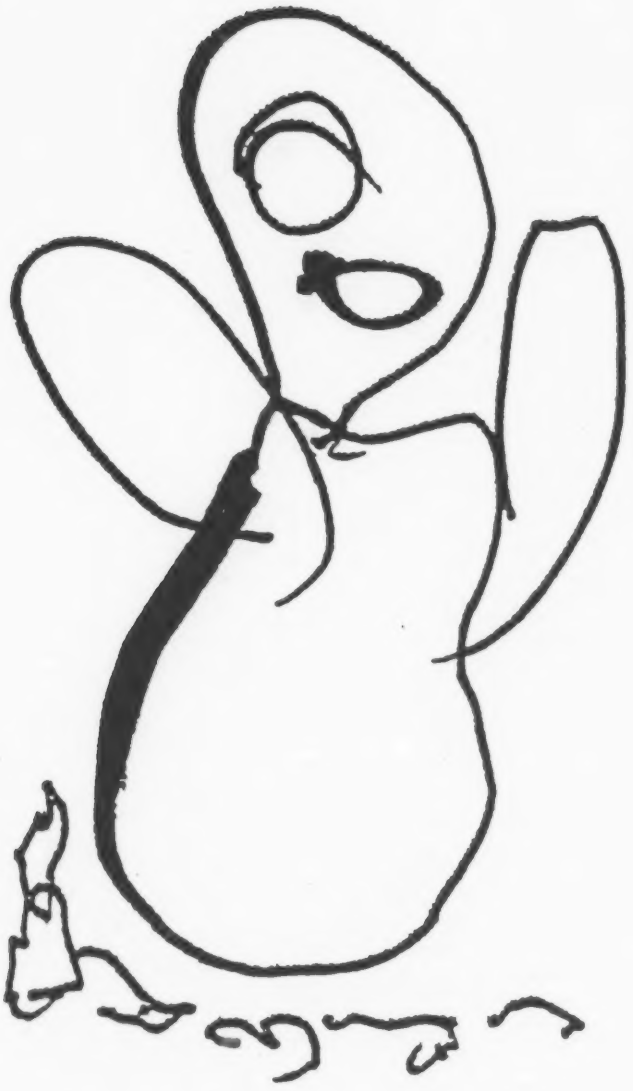
71

my mom + dad.

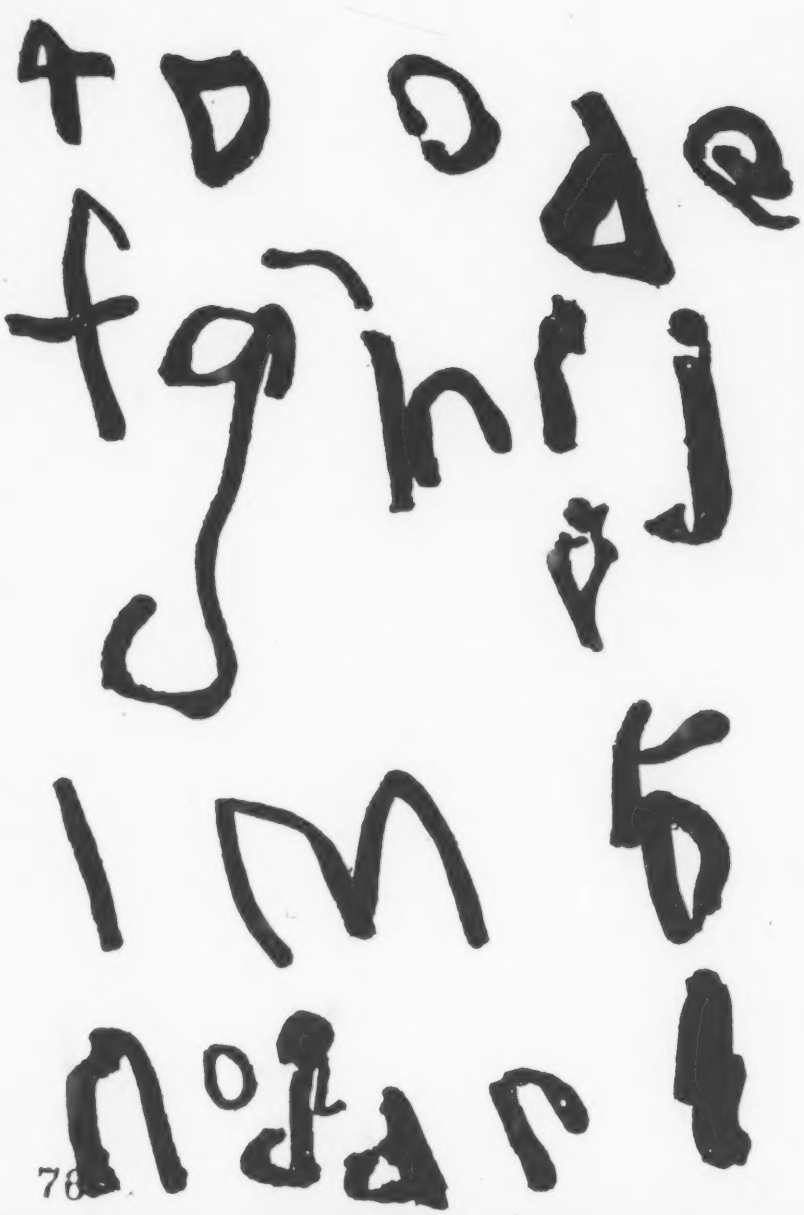
OH 4.1

72

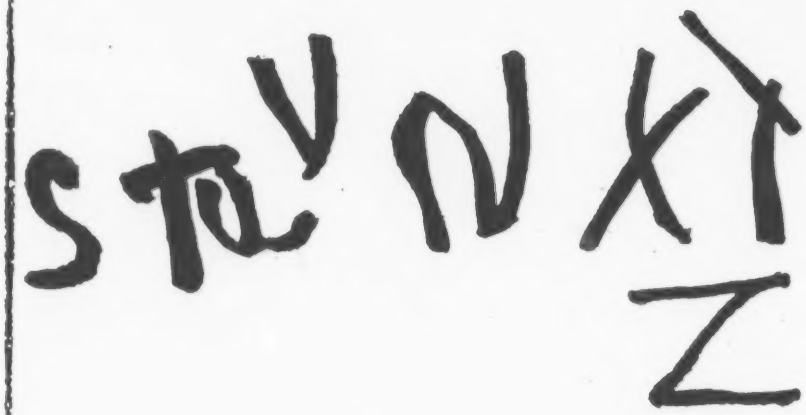
These are
Kids

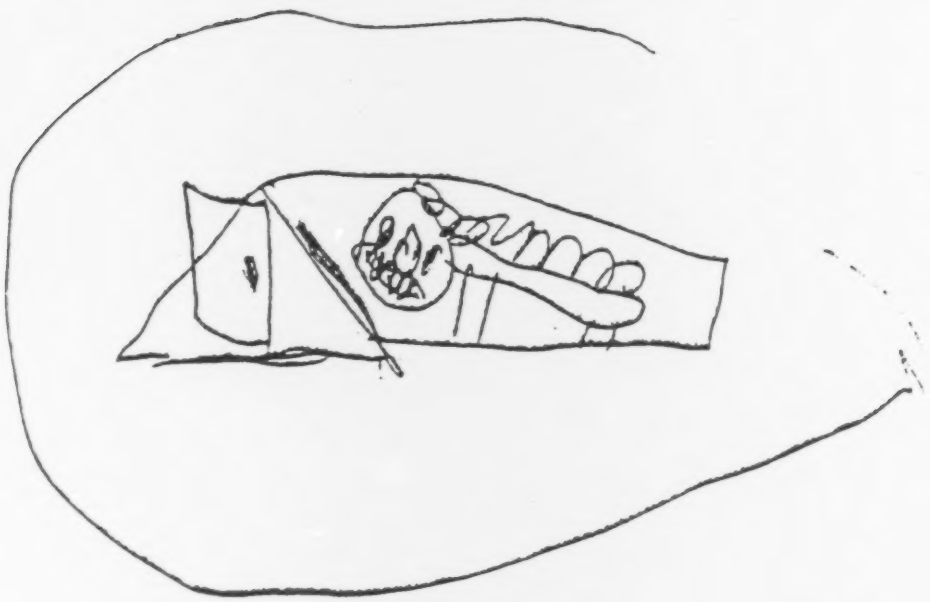


Family Literacy event
H.S. 1997
Age 4



a b c d e f g h i j
k l m n o p q r
s t u v w x y z





a

He's sad because he didn't get to go into housekeeping.

OH 4.7

a

He's sad cause he's gots a ghost in his house.

b

He's sad cause He's gots a ghost in his house.

STAGES OF SPELLING DEVELOPMENT

Pre-Sounding-Out Stage

O V

- Letter forms represent a message
- No sound-symbol relationship

Early Sounding-Out Stage

I K

- Whole words are represented by 1 or more letters
- This letter (or letters) represents some of the sounds in words

Sounding-Out Stage

IS KRM

- Writes a letter for more than half the sounds in the word
- Usually the letters are hard consonants or long vowels

Transitional Spelling

ISE CREEM

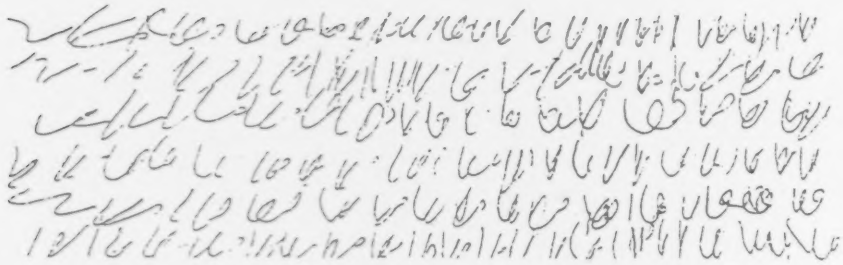
- Knows all words contain vowels
- Letter-sound relationships based on standard spelling

Correct Spelling

ICE CREAM

- Conventional spelling using visual memory

a



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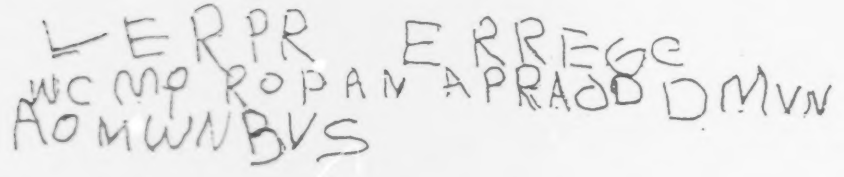
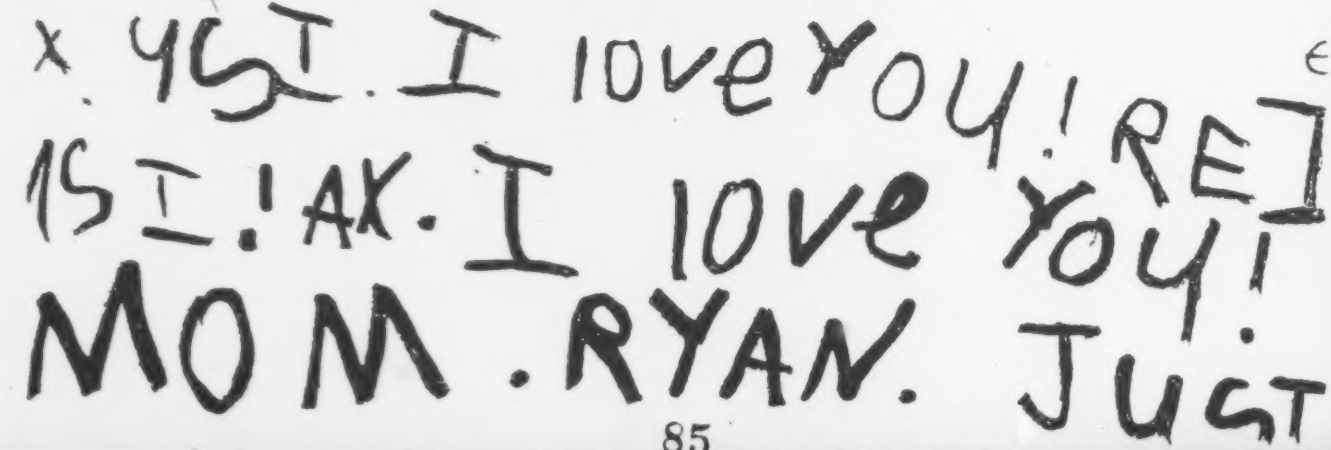


c

d



e

APPENDIX C

PARENT INTERVIEW

1. How do you see yourself assisting your child and other children as they begin to read and write?

2. Tell me about your child's reading and writing experiences.
   a. About how often do you read stories to (child's name)?
   b. About how many children's books are there in your home that (child) can look at?
   c. How do you and your child share writing activities?

3. What does your child do as you read to him/her? Does he/she ask questions about the story?

4. What do you feel that story reading does most for your child?

5. If your child asked you, "What is reading?" what would you say?

6. If your child asked you, "What is writing?" what would you say?

Parents and Preschoolers Literacy Grant
Parent Interviews (R1)

Pre-Interaction Interview

1. Do you remember being read to as a child?
   About how often? What was it like?

2. Do you share books at home with your child(ren)?

   When do you read?
   Tell me about it...describe it to me.
   About how often do you share books?
   What kinds of books do you read? Where do you get them?
   Is this something you both enjoy?
   Do you think there's anything you could do to make it more interesting?

3. What do you feel story reading does most for your child(ren)?

Post-Interaction Interview

1. Do you share books at home with your child(ren)?

   When do you read?
   Tell me about it...describe it to me.
   About how often do you share books?
   What kinds of books do you read? Where do you get them?
   Is this something you both enjoy?
   Do you think there's anything you could do to make it more interesting?

2. What do you feel story reading does most for your child(ren)?

3. What is your overall, general impression of the *Let's Read* program?

4. What do you consider to be the strong points of the program?

5. What changes would you make in the program?

8. What changes, if any, have you seen in yourself since you started the program?

   Have you talked about books at home?

9. What changes, if any, have you seen in your child(ren) since they started the program?

   Has your child pretended to read at home?

Original

Child Observation Checklist

Directions: Record + in areas noted during observation (actual or videotape). Dichotomous rating.

Subject Number: _____

	Dates						
1. Chooses book							
2. Sits close							
3. Requests "Read it Again"							
4. Responds to oral cloze							
5. Uses prediction							
6. Requests "I read" or "me do it"							
7. Takes turns reading							
8. Participates in choral readings							
9. Asks questions about pictures							
10. Asks questions about characters							
11. Asks questions about print (letters, words...)							
12. Asks the same question in the same place in the book							
13. Asks the same question over and over again							
14. Repeats language or phrase from the book							

Original

Observation Checklist

APPENDIX D

Directions: Record + in areas noted during observation (actual or videotape). Dichotomous rating.

Subject Number: _____

ADULT	Dates						
Comprehension							
C.1 Makes reference to title or cover (act. background/prediction)							
C.2 Discusses story components during story (comp/story grammar)							
C.3 Asks child what they think might happen next (prediction)							
C.4 Directs child's attention to pictures (context)							
C.5 Points to words or letters as read (sound/symbol)							
C.6 Relates aspects of story to personal life (new-old schema)							
C.7 Generates discussion regarding listener response (reader response)							
Vocabulary							
V.1 Talks about words during story							
V.2 Asks child if know meanings of words							
V.3 Asks child to predict meanings of words							
V.4 Refers child to context for meaning							
V.5 Defines words for child							
Fluency							
F.1 Reads orally with few mistakes							
F.2 Reads smoothly, not choppy							
F.3 Uses intonation or inflection as reads							
F.4 Maintains an appropiate rate for story							
F.5 Self-corrects as reads							

REVISED

Parent-Child Observation Checklist (R2)

Directions: Record + in areas noted during observation (live or on videotape).

Family Number: _____ S1 _____ S2 _____ S3 _____

	Dates						
Shared Reading Initiations							
I.1 Choice of book							
a. Parent invites child to select book							
b. Parent waits for child's response							
c. Child chooses book							
d. Parent reinforces child's choice							
I.2 Invitation to read							
a. Parent invites child to join in reading							
b. Parent waits for child's response							
c. Child joins in reading in response							
d. Parent reinforces child's participation							
I.3 Talk about the book							
a. Parent initiates discussion/asks questions							
b. Parent waits for child's response							
c. Child responds or initiates discussion							
d. Parent reinforces child's comments							
I.4 Child initiations							
a. Child requests to "read it again"							
b. Child participates in choral reading							
c. Child requests "me do it"							
Comprehension							
C.1 Activate background knowledge, prediction							
a. Parent refers child to title or cover							
b. Parent waits for child's response							
c. Child talks about title or cover							
d. Parent reinforces child's talk							
C.2 Relate book to personal life (new-old schema)							
a. Parent relates book to child's life, experience							
b. Parent waits for child's response							
c. Child talks about what (s)he knows							
d. Parent reinforces child's comments							
C.3 Using prediction about the story							
a. Parent asks child what might happen next							
b. Parent waits for child's response							
c. Child predicts what might happen next							
d. Parent reinforces child's predictions							
C.4 Looking at pictures							
a. Parent direct's child's attention to pictures							
b. Parent waits for child's response							
c. Child talks about (or responds to) pictures							
d. Parent reinforces child's talk about picture							
Vocabulary and Sentences							
V.1 What words mean - semantics							
a. Parent talks about words in the story							
b. Parent waits for child's response							
c. Child talks or asks about words in story							
d. Parent reinforces child's talk							

V.2 What words look like - graphophonics							
a. Parent points to words or letters as read							
b. Parent watches/waits for child's response							
c. Child looks, talks or asks about words/letters							
d. Parent reinforces child's questions/comments							
V.3 How words fit -CLOZE - syntax-semantics							
a. Parent stops voice for child to fill in word(s)							
b. Parent waits for child's response							
d. Child supplies word or phrase							
e. Parent reinforces child's response							
f. Parent prompts with pattern or rhythm probes							
g. Child responds after prompting							
Reader's Fluency							
F.1 Reads orally with few mistakes							
F.2 Reads smoothly, not choppy							
R.3 Uses intonation or inflection as reads							
F.4 Maintains an appropriate rate for story							

APPENDIX E

DEPARTMENT OF SPECIAL EDUCATION
AND READING

SCHOOL OF EDUCATION AND HUMAN SERVICES

COURSE: RD 490-1 Literacy Tutoring
Seminar: 11:30-12:30 Wed or 1:00-2:00 Fri
Spring Semester 1993
Instructor: Judy Peterson
Office: SE 251 Phone: 657-2070 Home: 656-9287

COURSE OBJECTIVES:
1. To develop skills as volunteer teachers of emergent literacy in programs serving low income parents.
2. To develop an appreciation of the emergent literacy process in preschool children and the intergenerational nature of illiteracy.
3. To help parents prepare their children for reading and in the process help themselves develop literacy skills.

REQUIRED TEXT: Emerging Literacy: Young Children Learn to Read andWrite, D.S. Strickland, and L.M. Morrow, eds. 1989.

COURSE REQUIREMENTS AND EVALUATION:

1. Seminar Attendance: Tutors MUST attend one seminar session each week.

The course grade is computed on attendance at seminar, tutoring hours, and course journaling.

2. Tutoring attendance, punctuality, and professionalism: The most important requirement is that tutors treat their fieldwork like a job. This means never missing a tutoring session (expcept for illness); always calling in sick before the session if you cannot be there; being on time for tutoring; and being prepared. It is critical that you show committment and consistency in your tutoring, as well as cooperation with the supervising teacher.

3. Journal: Tutors will be required to submit weekly journal entries about their fieldwork. The fieldwork journal is a window on your tutoring: it provides a place for me to get a sense of what is going on in your placement and to give you individualized feedback. In addition, it is a place for you to document the development of your own experience and thinking. You must write in your journal at least once a week; once after each tutoring session is even better. Journals should contain your informal reflections about tutoring, the books you read, the childrens' responses, etc.
You may want to use the following questions as guidelines:

What did you see/observe?
What did you do?
How did students respond?

What did you think?
What did you feel?
What surprised you?
What problems arose?
What questions do you have?

The journal should be written in an informal way; you might want to think of it as writing me a letter about your tutoring. Content is more important than form, but it must be neat. A word of caution: if you write something in your journal that you do not want the cooperating teacher to see, DO NOT BRING YOUR JOURNALS WITH YOU TO THE FIELDWORK SITE. Journals left lying around can cause enormous difficulty and disruption to the tutoring.

CALENDAR

JAN 13 Introduction to literacy tutoring and fieldwork site assignments
Assign: Chapt. 1& 2 TEXT

JAN 20 Oral Language and Literacy Development
Assign: Chapt 3 TEXT

JAN 27 Family Storybook Reading: Implications for children, families, curriculum
Assign: Handouts

FEB 3 Talking and learning in the home, community, and school. Integrating the language styles of home and school.
Assign: Handout: Effects of shared reading in a Head Start class

FEB 10 Interactive storybook reading: how teachers help children mediate text
Assign: Reading to kindergarten children TEXT

FEB 17 The narrativization of experience in the oral style: Gee, Appleby, Rosen, Vygotsky. Tape of a 2 year old reading.
Assign: Emergent writing in the classroom: home and school connections. TEXT

FEB 24 The development of early writing--how to encourage a constructive process.
Assign: The place of skills in preschool and kindergarten TEXT

March 3 SPRING BREAK

March 10 Reading readiness vs emergent literacy: what are the differences?
Assign: Handout, Holdaway

March 17	Guiding a Natural Process Assign: Family literacy, handout
March 24	How can nonreading parents help their children develop literacy skills?
March 31	The construction of knowledge: the physical, social, and logico-mathematical. Piaget--the symbolic function. Assign: Designing the classroom to promote literacy devel. TEXT
April 7	What are the necessary components of an emerging literacy program Assign: A Model for Change TEXT
April 14	The emergent literacy curriculum Assign: Fostering Needed Change TEXT
April 21	Is change in literacy learning possible?
April 28	Process the experience of being a literacy tutor. Summative statement of tutoring experience due.

EVEN START

Pack #1
(1) Book: "My First Look at Counting"
(1) Jigsaw Number Puzzle Set
(1) Activity Book

Pack #2
(1) Book: "My First Look at Touch"
(1) Bag of Feelies (6)
(1) Board for Feelie Inspection
(1) Activity Book

Pack #3
(1) Book: "My First Look at Shapes"
(2) Familiar Things Puzzles
(1) Activity Book with Shape Cutouts

Pack #4
(1) Book: "The Snowman"
(1) White Snowman Stuffed Animal
(1) Activity Book

Pack #5
(1) Book: "Red Leaf, Yellow Leaf"
(3) Sponge Leaves
(1) Activity Book

Pack #6
(1) Book: "Look! Look! Look!"
(1) Window Cutout
(1) Activity Book

Pack #7
(1) Book: "Growing Vegetable Soup"
(1) Activity Book
Paper for pictures

Pack #8
(1) Book: "In the Tall, Tall Grass"
(4) Sponges for Storytelling
(1) Activity Book

Pack #9
(1) Book: "First Comes Spring"
(1) Activity Book
Paper for Pictures

Pack #10
(1) Book: "The Very Busy Spider"
(1) Activity Book
Paper for pictures

Pack #11
(1) Book: "Brown Bear, Brown Bear"
(1) Large Fuzzy Bear Stuffed Animal
(1) Activity Book

Pack #12
(1) Book: "Polar Bear, Polar Bear What Do You Hear?"
(1) White Polar Bear Hand Puppet
(1) Activity Book

Pack #13
(1) Book: "Red Bear"
(1/2) Familiar Things Puzzle (Bear)
(1) Small Fuzzy Bear Stuffed Animal
(1) Activity Book
Paper for pictures

Pack #14
(1) Book: "My First Look at Sizes"
(1) Bag of Pine Cones
(1) Activity Book

Pack #15
(1) Book: "My First Look at Home"
(1) Activity Book
Paper for pictures

Pack #16
(1) Book: "My First Look at Nature"
(1) Bag of "Nature Things" (pods, pine cones, etc.)
(1) Chart: Hidden Things
(1) Activity Book

Pack #17
(1) Book: "Colors"
(1) Small Colored Fuzzy Parrot Stuffed Animal
(1) Bag of Sponges with Rubber Dinosaurs
(1) Activity Book

Pack #18
(1) Book: "Dinosaurs, Dinosaurs"
(1) Bag Rubber Dinosaurs (12)
(1/2 set) Dinosaur Dominoes

Pack #19
(2) Hard Back Books: "In My House" and "Toys"
(1) White Fuzzy Rabbit Stuffed Animal
(1) Activity Book
Paper for Pictures

Pack #20
(1) Book: "Good Dog, Carl"
(1) Dog Sponge
(1) Activity Book

APPENDIX F

FAMILY PACK INVENTORY

HEAD START

Pack #1
(1) Book: "My First Look at Counting"
(1) Jigsaw Number Puzzle Set
(1) Activity Book

Pack #2
(1) Book: "My First Look at Touch"
(1) Bag of Feelies (6)
(1) Board for Feelie Inspection
(1) Activity Book

Pack #3
(1) Book: "My First Look at Shapes"
(2) Familiar Things Puzzles
(1) Activity Book with Shape Cutouts

Pack #4
(1) Book: "The Snowman"
(1) White Snowman Stuffed Animal
(1) Activity Book

Pack #5
(1) Book: "Red Leaf, Yellow Leaf"
(3) Sponge Leaves
(1) Activity Book

Pack #6
(1) Book: "Look! Look! Look!"
(1) Window Cutout
(1) Activity Book

Pack #7
(1) Book: "Growing Vegetable Soup"
(1) Activity Book
Paper for Pictures

Pack #8
(1) Book: "In the Tall, Tall Grass"
(4) Sponges for Storytelling
(1) Activity Book

Pack #9
(1) Book: "First Comes Spring"
(1) Activity Book
Paper for pictures

Pack #10
(1) Book: "The Very Busy Spider"
(1) Activity Book
Paper for pictures

Pack #11
(1) Book: "Brown Bear, Brown Bear"
(1) Large Fuzzy Bear Stuffed Animal
(1) Activity Book

Pack #12
(1) Book: "I Am a Big Dinosaur"
(12) Rubber Dinosaur Figures
(1/2 set) Dinosaur Dominoes
(1) Activity Book

Pack #13
(1) Book: "Red Bear"
(1/2) Familiar Things Bear Puzzle
(1) Activity Book
Paper for pictures

Pack #14
(1) Book: "My First Look at Sizes"
(1) Bag of Pine Cones: 4 sizes
(1) Activity Book

Pack #15
(1) Book: "My First Look at Home"
(1) Activity Book
Paper for pictures

Pack #16
(1) Book: "My First Look at Nature"
(1) Bag of "Nature Things" (pods, pine cones, etc.)
(1) Chart: Hidden Things
(1) Activity Book

Pack #17
(1) Book: "Weather"
(4) Weather Sponges (cloud, lightning, raindrops)
(1) Activity Book
Paper for pictures

Pack #18
(1) Book: "Alphabatics"
(26) Alphabet Sponges
(1) Activity Book

Pack #19
(2) Hardback Books: "In My Yard" and "My Clothes"
(2) Familiar Things Puzzle Squares (Cat and Bird)
(1) Sponge (Body Figure)
(1) Activity Book

Pack #20
(1) Book: "Good Dog, Carl"
(1) Sponge (Dog)
(1) Activity Book

APPENDIX G

Predictable Books
Sequenced for Adult Readers

A

The Bicycle
In a Dark, Dark Wood

B

Good For You
The Farm Concert

C

Mrs. Wishy-Washy
Who Will Be My Mother?

D

To Town
Grandpa, Grandpa
Night Monsters